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ABSTRACT

Designed for use in a self-paced, open-entry/open-exit vocational training program for home health aides, this program guide is one of six for teachers of adult women offenders from a correctional institution. Module topic outlines are presented on eight topics: your career as a health aide; maintaining health; recognizing illness; positioning and body mechanics; personal services for the bed patient; changing the bed linens and transfer activities; diets, medicines, and treatments; and home health aide on-the-job experience. For each topical area the concept, performance objectives, generalizations, occupational competencies, suggested learning activities, and criterion-referenced measures are listed. The training plan outlined suggests time periods for each topic within a twelve-week program. A job description and career ladder are included. A prototype student training plan is provided for simulated and/or on-the-job experiences. (The final report of the project to develop and field test the six guides is CE 017 808). (Author/JH)

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ED159422

ORIENTATION TO HEALTH AIDE CAREERS MINI-COURSE

&

HOME HEALTH AIDE COURSE

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CE 017 812

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Division of Vocational and Technical Education
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Blacksburg, Virginia 24061

March 1978

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ORIENTATION TO HEALTH AIDE CAREERS MINI-COURSE

FOREWORD

This mini-course was designed to serve as an introduction to the health aide training program. The mini-course is presented in a module format to be conducted by group instruction. Trainees are to be highly encouraged to explore their desired life style in relation to a career choice in the health profession. Only those trainees who express a genuine interest in the training program and demonstrate potential success with course objectives should be allowed to continue with the health aide program.

The "Instructional Objectives" listed for each module topic specify trainee performance to be demonstrated upon completion of instruction. In the Module Topic Outline under "Criterion-Referenced Measures" are listed performance guides relating to each objective. The occupational "Competencies" listed in the Module Topic Outline for instructors refer to competencies the graduate of the training program would be able to perform on the job. The assumption is that trainees will be able to perform the listed competencies in an actual work setting if they can demonstrate satisfactory achievement of instructional objectives on the basis of criterion-referenced performance evaluation.

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ORIENTATION TO HEALTH AIDE CAREERS

MINI-COURSE INTRODUCTION

The health aide training program consists of courses for Home Health Aide (see Appendix B, page 12) and Sanitarian Aide, to be introduced by this mini-course, Orientation to Health Aide Careers. All trainees in the program are highly encouraged to take both courses to fully prepare them for a career as health aide. Courses may be taken in any order provided the learner has completed the mini-course.

The purpose of Orientation to Health Aide Careers is to help the learner prepare both mentally and physically for career training. Basic information is presented to help the learner explore the nature of the work involved and to consider opportunities for advancement in the field.

PROFESSIONAL NOMENCLATURE

Competency - One of the distinct major activities involved in the work performed on the job in a given occupational role.

Criterion-referenced measure - An exercise based upon an instructional objective, the accomplishment of which measures attainment of that objective.

Curriculum guide - A set of occupational training materials to be used for a course, including modules containing instructor and student resources.

Instructional objective - A statement in precise, measurable terms of a particular behavior to be exhibited by a trainee under specified conditions in a classroom or laboratory setting.

Instructor - Teacher/work supervisor who facilitates instruction using this curriculum guide in a group or individualized setting.

Module - A unit of instruction within a curriculum guide containing module topic outlines for the instructor and materials for use with students (i.e., individualized learning packages, programmed instruction, or group lesson plans. A module is a separate, self-contained, and non-sequential unit to be used singly or in combination with other modules.

Task analysis - A process of reviewing actual job content and context in business and industry for application to the development of instructional objectives, criterion-referenced measures, and quality control within a program of vocational-technical education. V-TECS catalogs are derived from such a task analysis.

Trainees - Students who would receive instruction in an occupational training program based on this curriculum guide.

Module Topic: Your Career as a Health Aide

Generalization: *Your career as a home health aide provides an opportunity for your assistance in an effort to preserve or improve the health of human beings.*

Approximate time needed: Four to six hours

Instructional Objectives:

1. Given an opportunity to exhibit in writing an understanding of personality traits desirable in a home health aide, list 5 personality traits desirable in a home health aide.

2. Given a situation requiring group discussion on types of nursing careers available, education requirements of each, and advancement opportunities available, discuss each topic listed above in a group setting. After discussion, each trainee will list in writing 4 types of nursing careers.

3. Given role play situations requiring the trainee to employ medical ethics, role play 3 correct and 3 incorrect examples of ethical behavior in three given situations experienced by home health aides.

4. Given a presentation on the objectives of a Home Health Aide course types of jobs available in each, and a list of resourse persons/ agencies to contact for placement assistance, outline in writing 4 basic components of a health aide program.

5. Given an opportunity for an individual conference to assess interest in pursuing a career as a health aide, participate in a conference in which you orally explain your interest in a home health aide training course to the instructor.

Competencies	Criterion-Referenced Measures
1. Exhibits an understanding of personality traits desirable in a health aide.	1. Listing of five personality traits desirable in a health aide.
	2. Preparation of a written analysis of individual personality traits as related to desired traits in a health aide.
2. Identify four types of nursing careers.	1. Completion of an outline of four types of nursing careers.
3. Employ medical ethics.	1. Role play which depicts employing appropriate medical ethics.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Assign related readings. - Discuss the personality traits desirable in a health aide.	- Ross, Personal & Vocational Relationships in Practical Nursing, pp. 72-80.	
- Have trainees prepare notebook with outline of main points covered in the course.		- Notebook
- Orientate trainees to film, "People"		Film - People
- Show film. Discuss.		
- Have trainees compare own personality traits to those desirable in a health aide. Share analysis with the class.		- Notebook
- Discuss importance of a liking for people when pursuing a career in the health field.		
- Assign related readings. - Review reading assignment through small group discussions of: 1. four types of nursing careers 2. education requirements of each type 3. advancement opportunities available	- Odgers & Wenberg, Introduction to Health Professions, pp. 1-20	
- Discuss results as a class.		- Blackboard - Notebook
- Listen to resource speaker tell of personal experience as a nurse.		- Resource speaker
- Assign related readings. - Give presentation on medical ethics.	- Ross, Personal & Vocational Relationships, pp. 124-144	- Notebook
- Have trainees role play correct/ incorrect examples of ethical behavior in a variety of situations experienced by health aides.		- Role play situations

Competencies	Criterion-Referenced Measures
4. Interpret health aide training program.	1. Outlining of four components of a health aide program.
5. Assess interest in pursuing a career as a health aide.	1. Completion of conference with instructor to assess interest in a training program for health aide.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Presentation of: 1. objectives of Home Health Aide course 2. objectives of Sanitarian Aide course 3. types of jobs available in above areas 4. lists of resource persons/ agencies to contact for placement assistance - Hold individual conference with trainee to assess interest/potential in a full training program and/or future pursuit of L.P.N. training. (See Appendix A.)	- Home Health Aide Curriculum Guide - Sanitarian Aide Curriculum Guide	- Blackboard - Notebook - Display of program training materials

REFERENCES*

Books and Articles

Caldwell, Ester, and Hegner, Barbara R. Health Assistant. Albany: Delmar Publishers, Inc., 1969.

Chioni, Rose, and Schoen, Eugenia. "Preparing Tomorrow's Nurse Practioner", Nursing Outlook, July, 1970, pp. 50-52.

Hasler, Doris, and Hasler, Norman. Personal, Home, and Community Health. New York: Macmillan Co., 1967.

Hassler, Ruth Ann, and Becker, Betty G. Vocational and Personal Adjustments in Practical Nursing. Philadelphia: W. B. Saunders Co., 1974.

Hornermann, Grace V. Basic Nurse Procedures. Albany: Delmar Publications, Inc., 1972.

Knoedler, Evelyn L. The Nurse Assistant. Albany: Delmar Publication, Inc., 1968.

Millekin, Mary E. Understanding Human Behavior. Albany: Delmar Publications, Inc., 1969.

Odgers, Ruth, and Wenberg, Burness. Introduction to Health Professions. St. Louis: C. V. Mosby Co., 1972.

Ross, Carmen. Personal and Vocational Relationships in Practical Nursing. Philadelphia: J. B. Lippincott Company, 1969.

Toffler, Alvin. Future Shock. New York: Random House, 1970.

Free and Inexpensive Materials

*Novak, Kathy, and Harris, Ruth. Home Health Aide: A Curriculum Guide for Occupational Training. Blacksburg: Virginia Polytechnic Institute and State University, 1978.

*_____. Sanitarian Aide: A Programmed Course for Occupational Training. Blacksburg: Virginia Polytechnic Institute and State University, 1978.

Audio-Visual Materials

Film

People, #71605. Richmond: Virginia State Department of Education, n.d.

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*Indicates materials that do not bear a copyright notation.

SOURCES OF REFERENCE MATERIALS

Delmar Publishers
50 Wolf Road, Albany, NY 12205

Macmillan Publishing Company
866 Third Avenue, New York, NY 10022

State Department of Education
Richmond, VA 23216

U.S. Government Printing Office
Superintendent of Documents, Washington, DC 20402

Appendix A

Programs Approved for the Virginia Community College System, 1976-1977

Associate in Applied Science Degree

Dabney S. Lancaster
Germanna
J. Sargeant Reynolds
John Tyler
Mountain Empire
Northern Virginia
Patrick Henry
Peidmont Virginia
Rappahannack
Southwest Virginia
Thomas Nelson
Tidewater
Virginia Highlands
Virginia Western

Certificate as Nursing Assistant

Danville

Certificate as Practical Nurse

Danville
New River

Appendix B

Summary of Home Health Aide Course
Curriculum Guide for Occupational Training

The Home Health Aide course is a two-part publication. Part One includes outlines for six module topics: Maintaining Health; Recognizing Illness; Positioning and Body Mechanics; Personal Services for the Bed Patient; Changing the Bed Linens and Transfer Activities; and Diets, Medicines and Treatments.

Part Two consists of a listing of on-the-job experiences to be completed under the guidance of a home health aide supervisor.

This course was developed to fill a need for a training program for home health aide and is designed for group instruction. Trainees in the program are to receive evaluative appraisal on their progress throughout the classes and on performance of on-the-job experiences. Successful trainees receive a Certificate of Achievement for Home Health Aide signed by the instructor/supervisor for the program.

HOME HEALTH AIDE COURSE

FOREWORD

This curriculum guide was planned to fill a need for a training program for home health aide. The guide is presented in three parts.

Part One is the Home Health Aide Modules which includes modules on: Maintaining Health; Recognizing Illness; Positioning and Body Mechanics; Personal Services for the Bed Patient; Changing the Bed Linens and Transfer Activities; and Diets, Medicines, and Treatments.

Part Two is the On-the-Job Experience. These experiences are to be completed under the guidance of a home health aide supervisor.

Upon successful completion of the course, the trainee will receive a Certificate of Achievement for Home Health Aide signed by the supervisor for the course.

This curriculum guide was developed to be used with The American National Red Cross Home Nursing Course. Module content closely follows skills identified by the Red Cross as basic to caring for the ill in their private homes or in a nursing home situation. The instructor for the course would be a person meeting the Red Cross instructor qualifications established by The American National Red Cross.

References referred to frequently, such as the Home Nursing Instructor's Guide, the Programmed Instruction Student's Manual, and the Home Nursing Textbook, are listed in abbreviated forms--Instructor's Guide, Student's Manual, and Textbook, respectively. Although trainees will be provided with a reading list of materials to be covered, the instructor should announce each reading and workbook assignment prior to reviewing or discussing new material. As much as possible, chapter and page numbers of related references are given in order as each teaching-learning strategy is presented within the

module topic outline. A complete bibliography is given at the end of the guide.

The "Instructional Objectives" listed for each module topic specify trainee performance to be demonstrated upon completion of instruction. In the module topic outline, under "Criterion-Referenced Measures" are listed performance guides relating to each objective. The occupational "Competencies," listed in the outline for instructors, refer to competencies the graduate of the training program would be able to perform on the job. The assumption is that trainees who can demonstrate satisfactory achievement of performance objectives on the basis of criterion-referenced performance evaluation, will be able to perform the listed competencies in an actual work setting.

Occupational competencies are derived from V-TECS catalog task analyses whenever possible. All V-TECS references for the Home Health Aide may be found in A Catalog of Performance Objectives, Criterion-References Measures and Performance Guides for Nursing Assistance Occupations. This source may be helpful to the instructor in providing additional information for instructional purposes.

It is highly recommended that trainees take a minicourse called Orientation to Health Aide before enrolling in this course. Additionally, persons seriously interested in pursuing a career in the health profession are advised to take the programmed course for Sanitarian Aide, either before or after completing the Home Health Aide Course. This will more thoroughly prepare the trainee to seek a job as a paraprofessional in the health areas.

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INTRODUCTION

The modules included in the home health aide course cover procedures thought to be most frequently needed when providing long-term care for the ill person in a nursing home or private home situation. Each module serves as a guide for instruction and includes the module title, behavioral objective, suggested time (minimal) for the session, competencies, performance evaluation, teaching-learning strategies, references, and materials needed for instruction. Only major references are cited for use in teaching the modules, but instructors are encouraged to include other references in their classes (see Reference and Audio Visual List).

A number of teaching learning strategies are included for each competency. Those identified as "Optional" activities may be included or used as substitutes for other activities at the instructor's discretion.

Assignments are considered an integral part of the training program. All trainees should be provided with the reading assignments in advance and expected to have these completed before the start of the module in which a topic is to be discussed. See reading assignment list on page 27.

Instructors are highly encouraged to give constant, constructive feedback to the trainees concerning their progress in the course. Only mature persons who demonstrate a professional attitude and interest in the course should be permitted to apply for certification. Upon completion of all the training program requirements, the trainee would receive a certificate of achievement similar to that presented on page 87. Such a certificate would be useful to the person contacting a potential employer.

PROFESSIONAL NOMENCLATURE

Competency - One of the distinct major activities involved in the work performed on the job in a given occupational role.

Criterion-referenced measure - An exercise based upon an instructional objective, the accomplishment of which measures attainment of that objective.

Curriculum guide - A set of occupational training materials to be used for a course, including modules containing instructor and student resources.

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Instructor - Teacher/work supervisor who facilitates instruction using this curriculum guide in a group or individualized setting.

Module - A unit of instruction within a curriculum guide containing module topic outlines for the instructor and materials for use with students (i.e., individualized learning packages, programmed instruction, or group lesson plans. A module is a separate, self-contained, and non-sequential unit to be used singly or in combination with other modules.

Task analysis - A process of reviewing actual job content and context in business and industry for application to the development of instructional objectives, criterion-referenced measures, and quality control within a program of vocational-technical education. V-TECS catalogs are derived from such a task analysis.

Trainees - Students who would receive instruction in an occupational training program based on this curriculum guide.

HOME HEALTH AIDE JOB DESCRIPTION*

Definition and Role: A Home Health Aide is a member of the health care and social service team who is prepared to assist the elderly in nursing homes, and the sick, disabled, or weak at home when a family member is unable to assume this responsibility. Additionally, this position helps to maintain the home and family as a unit in times of stress.

Responsibilities and Duties: Shall be in accordance with state and local laws. When serving the needs of an agency, duties shall follow practices established by the agency. Functions rendered for the agency or as a self-employed aide in the home may include but are not limited to the following:

- Provides personal care and rehabilitative services for the patient.
- Maintains the family as a viable social unit where possible.
- Maintains a pleasant and safe environment for the patient.
- Provides specialized attention to need areas of the young, the sick and disabled, the aged, and the mentally ill.
- Observes and reports on patient condition and significant changes.
- Assists patient in carrying out physician's orders.
- Assists in activities of daily living.
- Cares for patient's clothing and valuables.
- Provides meal preparation and basic instruction to family members on principles of nutrition.
- Recognizes and utilizes opportunities for health teaching of patient and family.

Qualifications:

- Minimum age of 18 years.
- High school graduate preferred.
- Successful completion of an accepted Home Health Aide training course or equivalent patient experience.
- Certification if required by legislation.
- Maturity, compassion, professional attitude, adequate communication skills, reliability, integrity, initiative, and a neat appearance.
- Ability to work with little supervision.

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*For a list of occupational terms refer to The American National Red Cross Home Nursing Textbook (New York: Doubleday & Company, Inc., 1963), pp. 332-341.

CAREER LADDER IN HOME

Homemaker/Home Health Aide Agencies

Level	Dot. No.	Existing Titles	Proposed Titles
Top	*	Homemakers Services Administrator	All proposed titles as in existing titles column.
Step	*	Homemaker/Home Health Aide trainer	
Step		Homemaker/Home Health Aide Consultant (several)	
Step	*	Homemaker/Home Health Aide Supervisor	
Step Professional/ Managerial	*	Homemaker/Home Health Service professional worker	
Step	*	Homemaker/Home Health Aide Associate	
Step	*	Homemaker/Home Health Aide Field Supervisor	
Step	*	Homemaker/Home Health Aide III	
Step	*	Homemaker/Home Health Aide II	
Step	*	Homemaker/Home Health Aide I	
Assistant			

MANAGEMENT AND FAMILY ECONOMICS: Homemaker Services

Work Description	Minimum Qualifications
Administers program, carries out policies, integrates program with related community efforts, etc. in service providing temporary emergency help.	At least a bachelor's degree in public health, exp. in administration.
Organizes, carries out training for aides; provides inservice upgrading for staff.	At least a bachelor's in nursing, home economics, or related field.
Assists aides to solve problems relating to families being served. Helps families plan to meet needs.	At least a bachelor's in specialized related field.
Assigns homemaker with skills for family's needs, gives broad guidance to HHA, identifies goals for household served; is liason between homemaker and prof. staff. Keeps records, evaluates homemaker.	RN or professional home economist.
Defines need for service, confers with supervisor, may do inservice training for workers.	Bachelor's w/background in health, welfare or home ec.
Performs tasks requiring more skill than lower levels but less than professional. May do inservice training.	Associate degree with background as above.
Schedules visits, makes home visits to supervise H/HA, determines routines, explains programs to H/HA and clients, orients new employees to agency.	Training as supervisor plus experience as a H/HA.
Assumes partial or full responsibility for management of home and care of family, may have specialty area due to agency focus, as child care, nursing, consumer educ., family planning nutrition, diets, elderly, retarded, mental health, clothing and home management. May assist supvsr.	Advanced on-the-job training and spec. course work, exper. beyond that of aide II.
Assumes increasing responsibility, gaining skills and experience as above.	Spec. training in health care, specialized training in selecting personal health care on-the-job or in regular ed. program.
Performs as above with less management responsibility.	High school/equiv. while at this level may be earned plus on-the-job training.

CAREER LADDER IN HOME

Level	Dot. No.	Existing Titles	Proposed Titles
Step Entry	*	Homemaker/Home Health Aide Trainee	

Lattice Possibilities: other health careers, institutional housekeeping, private home, executive housekeeper, other lattices from specialties listed for H/HA III.

*Title from source other than D.O.T.

MANAGEMENT AND FAMILY ECONOMICS: Homemaker Services (Cont.)†

Work Description	Minimum Qualifications
Participates in training program. Works in home situations under supervision.	High school diploma helpful; training in home maintenance helpful; at least ability to read, write, and follow instructions.

† American Home Economics Association, Career Ladders and Lattices in Home Economics and Related Areas: Possibilities for Upgrading Household Employment (Washington: American Home Economics Association, 1971), pp. 82-83.

HOME HEALTH AIDE TRAINING PROGRAM

Suggested time - 12 hours

Module Topics	Approximate Time
Maintaining Health	2 hours
Recognizing Illness	2 hours
Positioning and Body Mechanics	2 hours
Personal Services for the Bed Patient	2 hours
Changing the Bed Linens and Transfer Activities	2 hours
Diets, Medicines, and Treatments	2 hours

HOME HEALTH AIDE READING ASSIGNMENTS

Maintaining Health

Home Nursing Textbook

Pages 1-9, "Home Nursing Is a Family Affair"

Pages 60-61, "Care of a Patient with a Communicable Disease"

Pages 182-184, "Washing the Hands"

Pages 323-324, "Making a Newspaper Bag"

Pages 184-185, "Putting On and Taking Off a Coverall Apron"

Pages 21-40, "Food and Nutrition"

Programmed Course in Home Nursing

Frames 17-20, "Fundamentals of Home Nursing"

Frames 64-78, "Handwashing"

Frames 79-85, "Wearing an Apron"

Frames 53-63, "Discarding Sickroom Wastes"

Frames 4-16, "Planning a Well-balanced Diet"
"Changes in the Regular Family Diet"

Recognizing Illness

Home Nursing Textbook

Pages 1-9, "Home Nursing Is a Family Affair"

Pages 41-53, "Recognizing Illness"

Pages 54-75, "Illness and Infection"

Pages 185-196, "Taking the Temperature, Pulse and Respiration"

Programmed Course in Home Nursing

Frames 52-85, "Preventing the Spread of Infection"

Frames 86-90, "Recognizing Illness"

Frames 91-97, "Inspecting the Throat"

Frames 98-119, "Giving the Patient a Thermometer"

Frames 120-131, "Taking Pulse and Respiration"

Frames 163-167, "Keeping a Daily Record"

Positioning and Body Mechanics

Home Nursing Textbook

Pages 129-143, "The Patient with a Long-term Illness"

Pages 200-211, "Moving the Patient in Bed"

Pages 137-139, 201-211, 312-316, "Providing Support for the Patient in Bed"

Pages 312-331, "Making Substitute Equipment"

Programmed Course in Home Nursing

Frames 72-111, "Body Mechanics"

Personal Services for the Bed Patient

Home Nursing Textbook

Pages 324-325, "Bed Pans"

Pages 211-217, "Giving a Bed Bath"

Pages 217-218, "The Back Rub"

Pages 219-221, "Giving Care to the Mouth"

Pages 194-198 and 326, "Use of the Bedpan and Urinal for the Bed Patient"

Pages 243-244, "Using a Commode"

Pages 298-307, "Handling the Young Baby"

Programmed Course in Home Nursing

Frames 264-272, "Giving the Patient a Back Rub"

Frames 232-245, "Giving the Bed Patient Mouth Care"

Frames 246-248, "Caring for the Patient's Dentures"

Frames 249-263, "Giving the Patient a Bed Bath"

Frames 273-287, "Giving a Bedpan or Urinal"

Changing the Bed Linens and Transfer Activities

Home Nursing Textbook

Pages 225-232, "Changing the Bed Linen"

Pages 248-251, "Preparing to Walk"

Programmed Course in Home Nursing

Frames 288-320, "Bedmaking"

Diets, Medicines, and Treatments

Home Nursing Textbook

Pages 233-235, "Feeding the Helpless Patient"

Pages 7-40, "Food and Nutrition"

Pages 175-176, "Washing Dishes and Eating Utensils"

Pages 144-164, "Home Emergencies"

Pages 200-235, "Care of the Patient in Bed"

Pages 282-290, "Giving Medicines"

Pages 258-281, "Hot and Cold Applications"

Programmed Course in Home Nursing

Frames 21-51, "Feeding the Helpless Patient"

Frames 345-363, "Treatments Using Heat and Cold"

Rehabilitation Nursing

Home Nursing Textbook

Pages 129-143, "The Patient with a Long-term Illness"

Pages 236-243, "Patient Activities"
"Helping the Patient from the Bed to a Chair and Back to Bed"

Pages 255-259, "Using Crutches"

Pages 222-223, "Brushing and Combing the Hair"

Pages 223-224, "Shampooing the Hair"

HOME HEALTH AIDE
TRAINING AGREEMENT

I, _____, agree to:
(trainee)

First: Complete Orientation to Health Aide Minicourse

Second: Complete the Home Health Aide Modules

Third: Perform all On-the-Job Experiences on the training plan at a satisfactory or higher level of achievement as rated by a home health aide supervisor.

Signed (trainee)_____

Witness (supervisor)_____

Date _____

Pre- and Post-Tests*
Home Health Aide

1. Three fundamentals of nursing are: (circle three items)

   a. comfort

   b. leaving the patient alone

   c. silence

   d. illness

   e. economy

   f. safety

2. Living habits which promote good health are: (circle best answer)

   a. going to the dentist three times a year

   b. occasional exercise

   c. observing safety

   d. having good cleanliness

3. What are the four basic food groups?

   a.

   b.

   c.

   d.

4. Why is an apron worn by the home nurse?

---

*This instrument was used by research project personnel in pilot-testing the indicated portions of this material with trainees.

5. Fever is: (circle the best answer)

   a. heat outside our bodies

   b. a sign of illness

   c. not always a sign of illness

   d. not a sign of illness

   e. none of the above

6. Safe disposal of waste is done using: (circle two best answers)

   a. dust pan and broom

   b. grocery bag

   c. empty waste basket

   d. newspaper

   e. tissue

   f. any method available

7. Which of the following ways of washing your hands will remove the most germs? (circle one answer)

   a. soap hands, rinse under water

   b. soap hands and arms

   c. rinse under hot water

   d. soap hands, rub together, rinse

   e. washing hands will not remove germs

8. One sign of illness is: (circle best answer)

   a. 99 degree temperature

   b. 98 degree temperature

   c. 99.6 degree temperature

   d. 98.6 degree temperature

   e. only temperature of 100 degrees or more

9. Mercury in a clinical thermometer remains the temperature measured until: (circle best answer)

   a. washed with alcohol

   b. one hour later

   c. it is shaken down

   d. it is put in a cold place

10. How can the home health aide be certain to remember changes in the patient's condition?

11. In what way is the attitude of the home health aide related to the mental health of the patient?

12. Name three ways a home health aide can demonstrate a good attitude.

   a.

   b.

   c.

Key for Pre- and Post-Tests
Home Health Aide

1. a, e, and f

2. d

3. fruits and vegetables (any order)
   poultry and meat
   milk and dairy products
   breads and cereals

4. To help prevent the spread of disease to or from the patient.

5. b

6. b and d

7. d

8. c

9. c

10. Keep a daily record on each patient.

11. A good, positive attitude will positively affect the mental health of a patient; a poor, negative attitude will negatively affect the mental health of a patient. (Responses will vary.)

12. (Any three similar responses)

    willingness
    cheerfulness
    kindness
    consideration
    solicitude

Module Topic: Maintaining Health

Generalization: *People are healthy most of the time and take the feeling of well-being for granted. Good health is not a result of chance; therefore we should be as concerned about our health as we are about our illnesses, and develop habits that will lead to good health. Through the practice of good health habits, optimum health is maintained.*

Instructional Objectives:

1. Given trainee manual and a pencil, complete frames 17-20. The trainee must complete all frames with 100% accuracy.

2. Given a roleplay nursing home situation requiring the use of four nursing fundamentals (i.e., safety, comfort, economy, and appearance), use the four nursing home fundamentals, and orally describe to the instructor's satisfaction each of the four basic nursing fundamentals which are guidelines to safe and effective patient care.

3. Given a roleplay situation requiring the conveyance of positive attitudes to a patient and a family, convey three positive attitudes toward a patient and his/her family. Orally explain to the instructor's satisfaction the three positive attitudes used and explain three or more influences the home health aide's attitude has on the mental health of the patient and the patient's family.

4. Given a pencil and trainee manual, exhibit an understanding of nine basic habits which lead to good health by writing in all the correct answers on frames 1-3 in the trainee's manual.

5. Given a simulated setting appropriate for performing four procedures used by a home health aide to prevent the spread of disease, perform four procedures used. Procedures used by trainee must be the same as demonstrated by the instructor and demonstrated in the same manner.

6. Given instructions on the basic four principles of nutrition and how to prepare adequate diets for family members, prepare a written sample menu for one day which meets minimal standards of nutritional requirements for a family of six requiring a regular diet. The family consists of two adults and four children under the age of ten.

7. Given a case study of a patient and a sample daily health record form, complete in writing a daily health record for the case study patient. The record must include (a) symptoms observed, (b) food eaten, (3) medicines and treatment given, (4) temperature, (5) pulse and respiration, (6) amount and nature of rest and sleep, (7) bowel movements and urine output and (8) the date and the hour of each notation. A checklist will be used to evaluate performance. All items on the checklist must be marked "yes" by the instructor.

8. Given instructions on home health maintenance procedures and a roleplay situation requiring the home health aide to demonstrate her role in performing health maintenance procedures, demonstrate in a roleplay situation four of the six maintenance procedures as discussed in class by the instructor. A checklist will be used to evaluate performance. All items on the checklist must be marked "yes" by the instructor.

Competencies	Criterion-Referenced Measures
1. Utilize the four nursing fundamentals (safety, comfort, effectiveness, economy, and appearance) in a home or nursing-home situation.	1. Oral description of four basic nursing fundamentals which are guidelines to safe and effective patient care.
2. Convey positive attitudes to the patient and family.	1. Role play which depicts three or more influences the home health aide's attitude has on the mental health of the patient and patient's family.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Assign related readings.	- Textbook, pp. 5-6	
- Assign frames 17-20.	- Trainee's Manual, pp. 10-11	
- Review reading and workbook assignments.	- Textbook, pp. 5-6 - Trainee's Manual pp. 10-11	
- Discuss fundamentals of nursing for home health aides.	- Instructor's Guide, pp. 11-12 - V-TECS, pp. 25-49	
- Each trainee presents one experience they have had as a patient or observing a patient which illustrates a nursing fundamental, e.g., use of pillows for comfort.		- Blackboard
- Have each trainee start a notebook for Home Health Aide outlining each session and designated topics. (Optional.)		- Notebook (ruled) (Optional.)
- Give presentation on attitudes.	- Instructor's Guide, p. 12 - Textbook, pp. 4-6	
- Trainees role play situations where a home health aide reacts negatively to a patient. Contrast this with a positive reaction in the same situation. Have patients describe feelings in both cases. (Optional.)		
- Have trainees list in notebook examples of how home health aides can convey a positive attitude. (Optional.)		- Notebook

Competencies	Criterion-Referenced Measures
3. Exhibit an understanding of nine basic habits which lead to good health.	1. Listing of nine basic habits leading to good health, giving examples of each.
4. Perform basic procedures used by a home health aide to prevent the spread of disease. *	1. Demonstration of four procedures used by a home health aide to prevent the spread of disease (as demonstrated by the instructor).

*V-TECS, Nursing Assistance Occupations, pp. 17-21.

Teaching-Learning Strategies	References	Materials, Media & Other Resources
- Assign related readings.	- Textbook, pp. 121-128	
- Assign frames 1-3.	- Trainee's Manual, pp. 1-3	
- Discuss the meaning of health in relation to basic health habits.	- Instructor's Guide, pp. 12-14	
- Review frames 1-3 with trainees.	- Trainee's Manual, pp. 1-3	
- Have trainees prepare notebook entry showing: 1. nine good health habits, using pictures, articles from magazines, newspapers, etc., to illustrate each. 2. Checklist of areas for self-improvement in health habits. (Optional.)		- Sample checklist (Optional.)
- Assign related readings. - Assign frames 53-82.	- Textbook, pp. 60-61 - V-TECS, pp. 17-21 - Trainee's Manual, pp. 22-35	
- Orient trainees to film, "Prairie Schooner, Space Age Model." - Show film. Discuss.	- Workbook, pp. 2-4	Film - Prairie Schooner, Space Age Model
- Demonstrate correct procedures for preventing the spreading of disease: 1. using a grocery bag to remove waste materials 2. making a newspaper bag 3. washing hands 4. putting on and taking off apron/lab coat	- Instructor's Guide, pp. 14-18	
- Evaluate trainee performance of the above procedures.		

Competencies	Criterion-Referenced Measures
5. Determine nutrition principles related to providing the patient and family members with an adequate diet.*	1. Preparation (written) of a sample menu for one day which meets minimal standards of nutritional requirements for a family of six.
6. Interpret patient's daily health record.	1. Completion of a sample daily health record form for a case study of a patient. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist".

*V-TECS, Food Management, Production and Service, pp. 17-18.

Instructor's Checklist

Check the trainee's performance in completing a sample daily health record form. Circle YES if the point was fully covered and NO if it was not covered.

Activity	Rating
1. Daily health record was brief.	Yes No
2. Daily health record was clear.	Yes No
3. Daily health record was complete.	Yes No
4. Daily health record was accurate.	Yes No

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Review assigned frames, 53-82.	- Trainee's Manual, pp. 22-35	
- Assign related readings.	- Textbook, pp. 22-36 - V-TECS, pp. 17-18	
- Assign frames 4-16.	- Trainee's Manual, pp. 4-9	
- Review reading and workbook assignments.	- Textbook, pp. 22-36 - Trainee's Manual, pp. 4-9	
- Review basic four principles of nutrition with class.	- Instructor's Guide, pp. 18-21	Chart - Food for Fitness
- Have trainees prepare menu for a case study family for one day.		
- Evaluate trainees and give individual feedback for each menu planned.		
- Have trainees record food intake from one class session until the next session and bring to class with a breakdown of food into basic four groups. (Optional.)	- Textbook, pp. 22-24 - Trainee's Manual, pp. 3-5	- Notebook
- Assign related readings.	- Textbook, pp. 6-9	
- Assign frames 163-167.	- Trainee's Manual, pp. 68-70	
- Review reading and workbook assignments.	- Textbook, pp. 6-9 - Trainee's Manual, pp. 68-70	
- Presentation on patient's daily health record.	- Instructor's Guide, pp. 21-22	- Daily health record form
- Hand out sample health record to each trainee. Have trainees prepare another record of similar format and fill in information drawing from a case study provided.		- Case study

Competencies	Criterion-Referenced Measures
7. Perform home health aide maintenance procedures.	1. Demonstration of home health aide's role in performing 4 health maintenance procedures. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist".

Instructor's Checklist

Check the trainee's performance in a roleplay situation requiring demonstration of the home health aide's role in performing health maintenance procedures. Four of the six maintenance procedures discussed in class by the instructor are to be demonstrated. Circle YES if the point was fully covered and NO if it was not covered.

Activity	Rating
1. Used fundamentals of nursing when caring for a patient.	Yes No
2. Used safe and effective measures when caring for a patient.	Yes No
3. Used a coverall apron when caring for a patient.	Yes No

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Summarize module on maintaining health using suggested review questions. (See Appendix A.)	- Instructor's Guide, pp. 22-23, 105-106	
- Have trainees record summary in notebooks. (Optional.)		- Notebook

Module Topic: Recognizing Illness

Generalization: *Illness is no respecter of persons. Recognizing the symptoms of an illness and the changes in a patient's condition is an important responsibility of the home health aide. The home health aide must be alert to any changes from the usual way in which a person looks, acts or feels.*

Instructional Objectives:

1. Given trainee manual and pencil, complete frames 86-90 on recognizing common evidences of illness. All frames must be completed with 100% accuracy.

2. Given a roleplay situation requiring the inspection of a throat for signs of illness and an ill person, inspect the throat for signs of illness. All signs of illness must be reported in writing. A checklist will be used to evaluate performance. All items on the checklist must be marked "yes" by the instructor.

3. Given a thermometer and a patient who has a temperature, use the thermometer to take the patient's temperature. The trainee must take one oral, rectal and axillary temperature reading and record the readings. A checklist will be used to evaluate performance. All items on the checklist must be marked "yes" by the instructor.

4. Given a roleplay situation requiring the taking of pulse and respiration of a patient, take the pulse and respiration. A checklist will be used to evaluate performance. Ninety-five percent accuracy is required on this checklist.

5. Given instructions for placing doctors' orders on a daily record form, a pencil and a patient's daily record form, record doctor's orders for one patient for one day. A checklist will be used to evaluate performance. All items on the checklist must be marked "yes" by the instructor.

6. Given a pencil and paper and an opportunity to discuss appropriate attitudes needed by a home health aide in performing competencies related to recognizing illness, write a two-page paper on the above topic and tell how you as a home health aide have exhibited positive attitudes in recognizing illness in patients. Paper must be written to instructor's satisfaction.

Competencies	Criterion-Referenced Measures
1. Recognize common evidences of illness.	1. Listing of ten common evidences of illness (done by small work groups) sharing comments with class as a whole and preparing master list of illnesses on the chalkboard.
2. Inspect the throat for signs of illness.	1. Demonstration of correct procedures for inspecting a patient's throat for signs of illness and written report of all signs of illness. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist".
3. Use a thermometer to correctly measure and record temperature.*	1. Demonstration with a thermometer how to: a. read the scale b. clean and store c. shake it down d. take an oral temperature e. take a rectal temperature f. take an axillary temperature "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist".
4. Take the pulse and respiration of a patient.*	1. Role play which depicts counting the pulse and respiration. Ninety-five percent accuracy on the accompanying "Instructor's Checklist".

*V-TECS, Nursing Assistant, pp. 90-91, 88-89, 93.

Instructor's Checklist

Check the trainee's performance in a roleplay situation requiring the inspection of a throat for signs of illness and an ill person. Circle YES if the point was fully covered, and NO if it was not.

Activity	Rating
1. Reported redness in the throat if evident.	Yes No
2. Reported swelling of throat if evident.	Yes No
3. Reported spots in the throat if evident.	Yes No
4. Used proper procedures for inspecting throat.	Yes No

Instructor's Checklist

Check the trainee's performance in the following elements of using a thermometer to take a patient's temperature. Circle YES if the point was fuliy covered, and NO if it was not.

	Activity	Rating	
1.	Used the correct type of thermometer.	Yes	No
2.	Shook down thermometer properly.	Yes	No
3.	Left the thermometer in place for prescribed length of time.	Yes	No
4.	Read the temperatures and reported them to the satisfaction of the instructor.	Yes	No
5.	Made provisions for patient's privacy when taking rectal temperature.	Yes	No
6.	Lubricated thermometer and inserted it 1 1/2 inches into rectum when taking rectal temperature.	Yes	No
7.	Cleaned and stored thermometer after task was performed.	Yes	No
8.	Reported findings accurately.		

Instructor's Checklist

Check the trainee's performance in a roleplay situation requiring the taking of pulse and respiration of a patient. Circle YES if the point was fully covered, and NO if it was not.

	Activity	Rating	
1.	Placed three middle fingertips over correct artery when taking pulse.	Yes	No
2.	Counted pulse for a specified period (60 seconds).	Yes	No
3.	Recorded pulse rate.	Yes	No
4.	Reported any unusual characteristics to the instructor.	Yes	No
5.	Positioned patient correctly for taking respiration.	Yes	No
6.	Observed rhythm, rate and depth of respiration.	Yes	No
7.	Counted respiration for specified period (30 seconds).	Yes	No
8.	Recorded rate of respiration.	Yes	No
9.	Discussed unusual findings with the instructor.	Yes	No

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Assign related readings.	- Textbook, pp. 41-53	
- Assign frames 86-90	- Trainee's Manual, pp. 36-38 - V-TECS, pp. 11	
- Orient trainees and show film.	- Workbook, p. 1	Film - One Minute Past Three
- Break into small groups and have trainees prepare a list of common illnesses. Share lists with class and prepare master list of at least ten evidences of illness.		- Blackboard
- Prepare entry of discussion in notebook. (Optional.)		- Notebook
- Demonstrate procedures for inspecting throat for signs of illness.	- Instructor's Guide, pp. 25, 28-29	- Tray for throat inspection
- Assign related readings.	- Textbook, pp. 185-196	
- Assign frames 98-119.	- Trainee's Manual, pp. 42-49	
- Review reading and workbook assignments.	- Textbook, pp. 189-193 - Trainee's Manual, pp. 42-49	
- Lecture on purpose and parts of a thermometer.	- Instructor's Guide, pp. 29-37	Chart - Thermometer
- Demonstrate six procedures for using a thermometer. Have trainees practice using thermometer. Make verbal assessments and give suggestions where needed.	- V-TECS, pp. 90-91	- Checklist for each student showing that each procedure has been performed correctly.
- Assign frames 120-131.	- Trainee's Manual, pp. 49-54	
- Review reading material.	- Textbook, pp. 193-194	

Competencies	Criterion-Referenced Measures
5. Record doctor's orders correctly on patient's daily record.*	1. Demonstration of how to record doctor's orders on patient's daily record, according to a standard format. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist".
6. Reflect positive attitude toward personal role as a home health aide in recognizing illness.	1. Portrayal in writing (two-page paper) of appropriate attitude needed by a home health aide in forming competencies related to recognizing illness, based on instructor's appraisal.

*V-TECS, Nursing Assistant, p. 58.

Instructor's Checklist

Check the trainee's performance in the following elements of placing doctors' orders on a daily record form. Circle YES if the point was fully covered, and NO if it was not.

Activity	Rating
1. Record form was filled out without error.	Yes No
2. Record form was clear and easy to understand.	Yes No
3. Record form included all necessary information required by the doctor.	Yes No

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Review frames 120-131.	- Trainee's Manual, pp. 49-54	
- Demonstrate how to: 1. locate pulse 2. count pulse 3. count respiration	- Instructor's Guide, pp. 37-38	
- Have trainee demonstrate locating and counting pulse and respiration.		
- Evaluate completion of competency.		- Checklist provided by instructor
- Assign related readings.	- Textbook, pp. 6-7	
- Assign frames 163-167.	- Trainee's Manual, pp. 68-70	
- Explain procedures for placing doctor's orders on daily record form.	- Instructor's Guide, p. 39 - V-TECS, p. 58	- Sample patient's daily record form
- Record in notebook procedures for recording doctor's orders on daily record form, writing on example form and labeling the parts correctly. (Optional.)		- Notebook
- Review module with class. (See Appendix A.)	- Instructor's Guide, pp. 40, 105	
- Have class fill in with personal observations about the session.		
- Record in notebook module summary. (Optional.)		- Notebook
- Assign a quiz for first part of next session. (Optional.)		- Quiz (10 minutes)

Module Topic: Positioning and Body Mechanics

Generalization: *Good habits of body movement are essential to the home health aide, allowing her to do more with less body fatigue or strain when caring for someone who is ill. Caring for the ill requires stooping, lifting, carrying, pushing, pulling, or reaching.*

Instructional Objectives:

1. Given a case study of a bed patient with a long-term illness, write a two-page paper indicating care needed by the bed patient. The paper must include caring for the patient's physical, emotional, social and spiritual needs to the instructor's satisfaction.

2. Given a patient requiring positioning, position the patient using five procedures for patient positioning and body mechanics. A checklist will be used to evaluate performance. All items on the checklist must be marked "yes" by the instructor.

Competencies	Criterion-Referenced Measures
1. Determine care needed by a patient with a long-term illness.	1. Review of assigned readings through a class discussion on caring for a patient with a long-term illness. Writing of a two-page paper indicating care needed by a bed patient with a long-term illness.
2. Perform basic procedures used by a home health aide for patient positioning and certain body mechanics.	1. Demonstration of five procedures for patient positioning and body mechanics. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist".

Instructor's Checklist

Check the trainee's performance in the following elements of positioning a patient requiring positioning. Circle YES if the point was fully covered, and NO if it was not covered.

	Activity	Rating	
1.	Trainee obtained good posture while positioning the patient.	Yes	No
2.	Good body mechanics were used when lifting patient in bed.	Yes	No
3.	Patient's head and shoulders were moved first when moving the patient in bed.	Yes	No
4.	Appropriate procedures were used when assisting the patient in/out of bed.	Yes	No
5.	Appropriate procedures were used when assisting the patient in/out of a chair.	Yes	No
6.	Trainee practiced good safety for self and patient.	Yes	No

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Assign related readings.	- Textbook, pp. 129-143, 200-211, 312-316	
- Assign frames 170-231.	- Trainee's Manual, pp. 72-111	
- Discuss care of patients with long-term illnesses. Sample questions: 1. What is the meaning of rehabilitation? 2. What conditions contribute to patient's physical comfort? 3. How does noise usually affect an elderly person? 4. What should a home health aide consider about a doctor's order for bed rest?		- Blackboard
- Have trainees draw a floor plan of a bedroom showing position of bed in relation to doors, windows, etc. Instructor evaluates. (Optional.)		- Notebook (entry of a floor plan)
- Review related readings and workbook assignments.		
- Orientate learners to film, "Image in the Mirror."	- Workbook, pp. 6-8	Film "Image in the Mirror"
- Show film and discuss.		
- Demonstrate correct body mechanics for: 1. posture 2. lifting 3. moving the patient in bed 4. assisting the patient in/out of bed 5. assisting patient in/out of chair	- Instructor's Guide, pp. 41-53 - V-TECS, pp. 44-47	
- Evaluate trainee performance of the above procedures, using a checklist.		- Checklist

HOME HEALTH AIDE JOB DESCRIPTION*

Definition and Role: A Home Health Aide is a member of the health care and social service team who is prepared to assist the elderly in nursing homes, and the sick, disabled, or weak at home when a family member is unable to assume this responsibility. Additionally, this position helps to maintain the home and family as a unit in times of stress.

Responsibilities and Duties: Shall be in accordance with state and local laws. When serving the needs of an agency, duties shall follow practices established by the agency. Functions rendered for the agency or as a self-employed aide in the home may include but are not limited to the following:

- Provides personal care and rehabilitative services for the patient.
- Maintains the family as a viable social unit where possible.
- Maintains a pleasant and safe environment for the patient.
- Provides specialized attention to need areas of the young, the sick and disabled, the aged, and the mentally ill.
- Observes and reports on patient condition and significant changes.
- Assists patient in carrying out physician's orders.
- Assists in activities of daily living.
- Cares for patient's clothing and valuables.
- Provides meal preparation and basic instruction to family members on principles of nutrition.
- Recognizes and utilizes opportunities for health teaching of patient and family.

Qualifications:

- Minimum age of 18 years.
- High school graduate preferred.
- Successful completion of an accepted Home Health Aide training course or equivalent patient experience.
- Certification if required by legislation.
- Maturity, compassion, professional attitude, adequate communication skills, reliability, integrity, initiative, and a neat appearance.
- Ability to work with little supervision.

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*For a list of occupational terms refer to The American National Red Cross Home Nursing Textbook (New York: Doubleday & Company, Inc., 1963), pp. 332-341.

CAREER LADDER IN HOME

Homemaker/Home Health Aide Agencies

Level	Dot. No.	Existing Titles	Proposed Titles
Top	*	Homemakers Services Administrator	All proposed titles as in existing titles column.
Step	*	Homemaker/Home Health Aide trainer	
Step		Homemaker/Home Health Aide Consultant (several)	
Step	*	Homemaker/Home Health Aide Supervisor	
Step Professional/ Managerial	*	Homemaker/Home Health Service professional worker	
Step	*	Homemaker/Home Health Aide Associate	
Step	*	Homemaker/Home Health Aide Field Supervisor	
Step	*	Homemaker/Home Health Aide III	
Step	*	Homemaker/Home Health Aide II	
Step	*	Homemaker/Home Health Aide I	
Assistant			

Module Topic: Personal Services for the Bed Patient

Generalization: *Bed patients require many personal services, such as mouth care, denture care, back rubs, and provisions for a bedpan or urinal. The procedures used in providing personal services should not be taken lightly; they are an important part of the total responsibilities of a home health aide.*

Instructional Objective:

Given a roleplay situation and a bed patient requiring personal services, provide six personal services for the bed patient, and orally describe to the instructor's satisfaction why you performed the services as you did. A checklist will be used to evaluate performance. All items on the checklist must be marked "yes" by the instructor.

Competencies	Criterion-Referenced Measures
1. Provide basic personal services for the bed patient.	1. Oral description of six kinds of personal services performed for a patient by a home health aide. Performance of six personal services for a bed patient in a simulated situation. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist".

Instructor's Checklist

Check the trainee's performance in the performance of six personal services for a bed patient in a simulated situation. Circle YES if the point was fully covered, and NO if it was not covered.

Activity	Rating
1. Made the patient comfortable while performing personal services.	Yes No
2. Washed hands before performing personal service.	Yes No
3. Explained procedure to be used to the patient.	Yes No
4. Provided privacy to patient.	Yes No
5. Acquired all supplies needed before performing personal services.	Yes No
6. Performed each personal service appropriately.	Yes No

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Assign related readings. - Review assigned readings.	- Textbook, pp. 236-243, 255-259, 222-224 - Instructor's Guide, pp. 55-69 - V-TECS, pp. 29-49	
- Have trainees have small group discussions and prepare a list of personal needs of a bed patient. Have groups share lists with class.		- Blackboard
- Have trainee list in notebook examples of personal needs of a bed patient. (Optional.)		- Notebook
- Orient trainees to film, "The Road Back." (Optional.)		Film - The Road Back
- Show film. Discuss. (Optional.)		
- Demonstrate six basic personal service procedures.	- Instructor's Guide, pp. 57-67.	- Demonstration equipment (see pp. 55-56)
- Have trainees practice the procedures and rate using a trainees checklist.		- Checklist for each student showing that each procedure has been performed correctly.
- Trainees summarize main points covered in class. Record in notebook. (Optional.)		- Blackboard - Notebook

Module Topic: Changing the Bed Linens and Transfer Activities

Generalization: *Changing a patient's bed linens provides the patient a safe, comfortable, warm, smooth and clean surface to lie on, which is essential for the well-being of any patient.*

Instructional Objectives:

1. Given an occupied bed and bed linens, change the linens on an occupied bed. The patient must be moved safely without excess discomfort. Sheets and other bed linens must be tightly fitted without wrinkles. A checklist will be used to evaluate performance. All items on the checklist must be marked "yes" by the instructor.

2. Given a bed patient and a situation for helping the patient out of bed, help the patient out of bed. The patient must be moved in a safe manner consistent with patient's condition. A checklist will be used to evaluate performance. All items on the checklist must be marked "yes" by the instructor.

3. Given a patient's daily record and patient's walking activities for one day, make the necessary daily record entry of walking activities for the patient. Entries must be made with 100% accuracy.

4. Given a patient who needs assistance in walking, assist the patient in walking. A checklist will be used to evaluate performance. All items on the checklist must be marked "yes" by the instructor.

5. Given three patients requiring one transfer activity each, make the transfer for each. Trainee must perform each of the transfer activities exhibiting positive attitudes about performing the activities for the patients to the instructor's satisfaction.

Competencies	Criterion-Referenced Measures
1. Make an occupied bed.	1. Demonstration of six procedures for making an occupied bed. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist".
2. Follows safety procedures for helping a patient out of bed.	1. Oral description of five reasons for encouraging patient to get out of bed. 2. Performance of safety procedures for helping a patient out of bed. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist".
3. Make entry in daily record for patient's walking activities.*	1. Completion of entry in patient's daily record for walking activities with 100% accuracy.
4. Assist patient in walking.	1. Role play helping a patient to walk. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist".

*V-TECS, Nursing Assistant, p. 30.

Instructor's Checklist

Check the trainee's performance in the following elements of changing the bed linens on an occupied bed. Circle YES if the point was fully covered, and NO if it was not covered.

	Activity	Rating	
1.	Collected necessary supplies.	Yes	No
2.	Positioned bed.	Yes	No
3.	Put side rail up.	Yes	No
4.	Moved patient to side of bed.	Yes	No
5.	Removed foundation linens.	Yes	No
6.	Made foundation of bed (one side).	Yes	No
7.	Moved patient to other side of bed.	Yes	No
8.	Removed foundation of bed (one side).	Yes	No
9.	Made foundation of bed (one side).	Yes	No
10.	Removed dirty linens.	Yes	No
11.	Replaced dirty linens with clean linens.	Yes	No
12.	Replaced linens without wrinkles being obvious.	Yes	No

Instructor's Checklist

Check the trainee's performance in the following elements of helping a patient out of bed. Circle YES if the point was fully covered, and NO if it was not covered.

	Activity	Rating	
1.	Explained to patient procedures to be used in getting him/her out of bed.	Yes	No
2.	Made the patient feel comfortable.	Yes	No
3.	Elevated bed, making it easy for the patient to get out of bed.	Yes	No
4.	Gave needed support when lifting.	Yes	No
5.	Used safety procedures when helping the patient out of bed.	Yes	No

Instructor's Checklist

Check the trainee's performance in the following elements of assisting a patient in walking. Circle YES if the point was fully covered, and NO if it was not covered.

	Activity	Rating	
1.	Patient was supported at all times.	Yes	No
2.	Trainee and patient used good body mechanics.	Yes	No
3.	The patient was left in a comfortable position after the walk.	Yes	No
4.	The patient was left in a good mood, relaxed and not appearing exhausted.	Yes	No

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Assign related readings.	- Textbook, pp. 225-232	
- Assign frames 288-320.	- Trainee's Manual, pp. 137-153	
- Review reading and workbook assignments.	- Textbook, pp. 225-232 - Trainee's Manual, pp. 137-153	
- Demonstrate six procedures for making an occupied bed.	- Instructor's Guide, pp. 71-78	- Demonstration equipment (see p. 71)
- Have trainees follow instructor's example in making an occupied bed. Evaluate, using checklist. (Refer trainees back to assigned readings if necessary.)		- Checklist
- Assign related readings. - Review assigned readings.	- Textbook, pp. 236-251	
- Record review points in notebook. (Optional.)		- Notebook
- Demonstrate two methods of helping a patient out of bed.	- Instructor's Guide, pp. 78-80; 81-82	
- Evaluate trainee's performance on repeat demonstrations, recording results on a checklist.		- Checklist
- Present procedures for recording patient's walking exercising on daily record.		- Sample daily record
- Have trainees copy sample record entry in notebook. (Optional.)		- Notebook
- Have trainees make daily record entry of walking activities for a patient in a case study.		- Case study
- Give presentation on helping a patient to walk.	- Instructor's Guide, pp. 80-81	
- Trainees role play helping a patient to walk.	- V-TECS, p. 30.	

Competencies	Criterion-Referenced Measures
5. Exhibit positive attitudes about performing transfer activities for a patient.	1. Demonstration of appreciation of the home health aide's role in performing transfer activities for a patient.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Have trainees summarize module on transfer activities through class discussion. Assess attitudes and interest level of trainees.	- Instructor's Guide, pp. 82-83	
- Have trainees prepare notebook entry on module summary. (Optional.)		- Notebook

Module Topic: Diets, Medicines, and Treatments

Generalization: *Adequate diets are essential to fulfilling the needs of the body: maintenance, repair, and growth of body tissues.*

Medicines must be administered by the home health aide when patients are too ill to be responsible for taking their own medicine. It is very essential to administer the right medicine at the right time in the right amount and in the right manner.

Treatments given by home health aides help the patient in the following ways: (1) to get well, (2) to prevent more serious illness, (3) to make the patient more comfortable, and (4) to lessen the danger of carrying infections to or from the patient.

Instructional Objectives:

1. Given a standard diet for one patient that needs converting to a liquid diet, convert the standard diet to a liquid diet. The liquid diet must be an adequate substitute for the standard diet. A checklist will be used to evaluate the diet. All items on the checklist must be marked "yes" by the instructor.

2. Given a helpless patient who needs feeding, and food, feed the helpless patient. A checklist will be used to evaluate performance. All items on the checklist must be marked "yes" by the instructor.

3. Given a case study of a person requiring medicines and treatment, prepare in writing one schedule for medicines and treatments for a two-day period. A checklist will be used to evaluate performance. All items on the checklist must be marked "yes" by the instructor.

4. Given a roleplay situation requiring the home health aide to give treatments to a patient, give six different treatments to the patient identical to the treatments given to patients as demonstrated by the instructor in class. Medical guidelines must be used by the trainee when providing the treatment to the patient.

5. Given a pencil, paper and instructions for writing a two-page paper on positive attitudes and self-confidence in performing home health aide competencies, write a two-page paper on how you as a home health aide can exhibit positive attitudes and self-confidence in performing home health aide competencies. A checklist will be used to evaluate performance. All items on the checklist must be marked "yes" by the instructor.

Competencies	Criterion-Referenced Measures
1. Convert standard diet to liquid diet.	1. Conversion of standard diet to liquid diet. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist".
2. Feed a helpless patient. *	1. Demonstration of procedures for feeding a helpless patient. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist."

*V-TECS, Nursing Assistant, p. 31.

Instructor's Checklist

Check the trainee's performance in the following elements of converting a standard diet to a liquid diet. Circle YES if the point was fully covered, and NO if it was not covered.

Activity	Rating
1. The liquid diet contained the same nutritive value as the standard diet.	Yes No
2. Foods chosen for the liquid diet were liked by the patient.	Yes No
3. Foods chosen for the liquid diet were pleasing in color combination.	Yes No
4. The Basic Four food groups were used in planning the liquid diet.	Yes No

Instructor's Checklist

Check the trainee's performance in the following elements of feeding a helpless patient. Circle YES if the point was fully covered, and NO if it was not covered.

	Activity	Rating	
1.	Patient was fed without spilling food.	Yes	No
2.	Hot foods and cold foods were alternated while feeding.	Yes	No
3.	Adequate amount of food was placed in the mouth each time.	Yes	No
4.	Food was served at appropriate temperature (not too hot or too cold).	Yes	No
5.	Food tray and utensils were removed after feeding.	Yes	No
6.	A record of foods eaten or not eaten was made.	Yes	No

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Assign related readings.	- Textbook, pp. 233-235	
- Review, through question-answer session, the basic four food groups.	- Instructor's Guide, pp. 85-103	- Food Groups Poster - Blackboard or feltboard
- Explain the concept of diet as it relates to basic four food groups.		
- Have trainees record concept in notebook. (Optional.)		- Notebook
- Orient trainees to film, "The Wonderful World of Food."	- Workbook, pp. 4-6	Film - The Wonderful World of Food
- Show film. Discuss.		
- Have trainees prepare menu describing how to convert menu to liquid diet; share ideas with class. Assess progress of trainees.		
- Review related readings.	- Textbook, pp. 233-235	
- Review frames 21-51	- Trainee's Manual, pp. 11-22 - V-TECS, pp. 56-57	
- Demonstrate to trainees: 1. testing temperature of hot fluids 2. feeding the patient using a spoon 3. feeding the patient using a drinking tube 4. feeding the patient using a cup	- Instructor's Guide, pp. 91-93	- Demonstration equipment
- Have trainees demonstrate the above procedures on each other. Assess their skills and record on checklist.		- Checklist

Competencies	Criterion-Referenced Measures
3. Write a patient's schedule for medicines and treatments.	1. Preparation of a written patient's schedule for medicines and treatments. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist".
4. Follow medical guidelines in providing treatments to patients.	1. Performance of six basic treatments a home health aide administers to a patient identical to instructor's demonstration given in class.

Instructor's Checklist

Check the trainee's performance in the following elements of preparing in writing one schedule for medicines and treatments for a patient for a two-day period. Circle YES if the point was fully covered, and NO if it was not covered.

Activity	Rating
1. Prescription number for all medicines recorded accurately.	Yes No
2. Schedule of the times when medicines and treatments are to be given was prepared.	Yes No
3. Schedule was prepared so that any person other than the home health aide could administer the right medicine to the right patient at the right time if it were necessary.	Yes No
4. All treatments were listed on the schedule in adequate detail.	Yes No
5. Time for treatments was listed on the schedule.	Yes No

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Orient trainees to film, "Passport to Tomorrow."	- Workbook, pp. 8-9	Film - Passport to Tomorrow
- Show film and discuss.		
- Discuss medicines in the home.	- Instructor's Guide, pp. 93-96	- Blackboard
- Have trainees practice making a schedule for medicines and treatments for a patient described in a case study.		- Case study
- Prepare outline on module topics in notebook. (Optional.)		- Notebook
- Review related readings.	- Textbook, pp. 258-281	
- Review workbook, frames 345-363.	- Trainee's Manual, pp. 166-171	
- Orient trainees to film, "Danger! Handle with Care." (Optional.)	- V-TECS, pp. 60-69 - Workbook, pp. 9-11	Film - Danger! Handle with Care
- Show and discuss film. (Optional.)		
- Demonstrate how to: 1. prepare and apply a hot water bag 2. care for minor wounds 3. apply pressure dressing for a burn 4. deal with a choking patient 5. giving mouth-to-mouth resuscitation 6. caring for nosebleeds		
- Have trainees repeat demonstrations. Assess their skills using a checklist.		- Checklist

Competencies	Criterion-Referenced Measures
5. Exhibit positive attitudes and self-confidence in performing home health aide competencies.	1. Written self-assessment of ability to be a home health aide. "Yes" ratings assigned to all applicable items on accompanying "Instructor's Checklist".

Instructor's Checklist

Check the trainee's performance in the following elements of writing a two-page paper on positive attitudes and self-confidence in performing home health aide competencies. Circle YES if the point was fully covered, and NO if it was not fully covered.

Activity	Rating
1. Topic was thoroughly covered.	Yes No
2. Information given was correct.	Yes No

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Trainees prepare written assessment of "Why I would (would not) be a successful home health aide.		
- Trainees record notes in notebooks. (Optional.)		- Notebook

Appendix A
REVIEW QUESTIONS*

Maintaining Health

1. How do the fundamentals of nursing relate to good mental health practices?

2. Explain why safety and effectiveness are so important when caring for a patient.

3. Why does a coverall apron worn by the home nurse protect the patient as well as the family?

4. How does the well-balanced diet help to maintain health?

5. What are the four basic food groups?

6. Why is keeping a "Patient's Daily Record" important?

Recognizing Illness

1. Why must the home nurse be alert to the signs and symptoms of illness?

2. What is the difference between the normal average temperature and the normal range of temperature?

3. How can the home nurse make certain that she will remember the changes in the patient's condition?

4. What are some important points to remember when cleaning a thermometer?

5. What is the function of soap?

6. What fundamentals of nursing apply to the keeping of family health records?

Positioning and Body Mechanics

1. Why should the conservation of the patient's energy be a responsibility of the home nurse?

2. What does proper body mechanics mean?

3. If a patient is to lie in bed for some time, what parts of the body need support and why?

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*The American National Red Cross, Nursing Services. Home Nursing Instructor's Guide. 7th ed. (New York: Doubleday and Company, Inc., 1963), pp. 105-106.

4. How can the home nurse apply the principles of body mechanics to herself?

5. What fundamentals of nursing apply to body mechanics? How?

Personal Services for the Bed Patient

1. What are the purposes of a bed bath?

2. In preparing to give a bed bath, how can the home nurse apply the nursing fundamental of economy of time, effort, and supplies?

3. In what order would you give a patient a bed bath, and why would you do it that way?

4. How is the nursing fundamental of safety applied in giving a bed bath?

5. Why is it important to prevent the bed linens from getting wet? What principles of physics are involved?

6. Explain how the helpless patient can be given mouth care and why it is important that his mouth be cared for daily.

Changing the Bed Linens and Transfer Activities

1. Why is it important to have a tight square corner on the bottom sheet at the head of the bed?

2. What important point should the home nurse remember in placing top covers? Why?

3. What advantages are there in early ambulation (i.e., getting out of bed as soon as possible)?

4. How can the home nurse help the patient to get from the bed to the chair?

5. How are the five fundamentals of nursing applied to getting the patient in and out of bed?

Diets, Medicines, and Treatments

1. How can the family's regular well-balanced diet be modified to meet the needs of the patient on a soft or liquid diet?
2. What safety measures must be taken in giving medicines?
3. What precautions must be observed when giving treatments using heat or cold?
4. What three important points must be remembered about effective mouth-to-mouth resuscitation?
5. In the care of major wounds, how can bleeding be controlled?

Module Topic: Home Health Aide On-the-Job Experiences

Generalization: *Home Health Aide On-the-Job Experiences offers the trainee an opportunity to work on the job under the direct supervision of either the instructor or a supervisor. The trainee follows a training plan prepared by the trainee and instructor which contains tasks to be performed relating to the work of a home health aide.*

Instructional Objective:

Given a training plan and instructions, follow the plan and perform all tasks for a home health aide. Performance of tasks will be rated by the instructor/supervisor using the checklist on pages 83-86 of Appendix B. All items must be rated satisfactory or excellent by the instructor/ supervisor.

Competencies	Criterion-Referenced Measures
1. Apply home health aide principles when performing tasks.	1. Performance of tasks in 20 areas related to the work of a home health aide. 2. Use home health aide training plan checklist on pp. of Appendix B to rate trainee's performance. All items on the checklist must be rated satisfactory or excellent by the instructor/supervisor.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Have trainee complete all on-the-job experiences in the training plan at a satisfactory level of achievement.*		- See Appendix B, "Checklist for On-the-Job Experiences", pp.
- Present Certificates of Achievement for Home Health Aide to trainees upon satisfactory completion of the course, signed by the instructor/supervisor.		- See Appendix B, "Certificate of Achievement", p.

*Tasks and of the Home Health Aide Training Plan were pilot-tested by research project personnel.

Appendix B

PART TWO

HOME HEALTH AIDE ON-THE-JOB EXPERIENCES

INTRODUCTION

The following list of on-the-job experiences presented on the training plan should be reviewed with the trainee. The instructor and trainee should plan how each job will be completed. It is highly desirable that the trainee perform the tasks in a real clinic setting under the guidance of a qualified supervisor. In cases where this is not possible, jobs may be performed in a simulated clinic setting.

It is important that the trainee be given a rating for each task after it is completed. The trainee should repeat any experiences if an unsatisfactory rating is given until a satisfactory or better rating is achieved. At that time the trainee would qualify for a Certificate of Achievement for Home Health Aide, like the one shown on page 87.

HOME HEALTH AIDE TRAINING PLAN

On-the-Job Experiences

ON-THE-JOB EXPERIENCES	LEVEL OF ACHIEVEMENT E - Excellent S - Satisfactory U - Unsatisfactory	
	Rating of Trainee	Rating of Supervisor
1. Puts on/takes off uniform/ apron/lab coat following sanitary procedures.		
2. Discards body wastes.		
3. Cleans the patient's unit.		
4. Plans nutritious meals for a patient and other family members.		
5. Keeps a daily record.		
6. Shows professional attitude toward health maintenance procedures performed by a home health aide.		
7. Inspects for signs of illness: a. throat b. body temperature 1) oral 2) rectal 3) axillary		
8. Demonstrates how to care for a thermometer.		
9. Demonstrates how to: a. count pulse b. count respirations		
10. Turns and positions patient		

ON-THE-JOB EXPERIENCES	Rating of Trainee	Rating of Supervisor
11. Lifts and moves patient.		
12. Assists the patient in and out of bed.		
13. Provides personal care services: a. oral hygiene b. bed baths c. back care d. care of patient's hair e. assists with bed pan f. shaves patient		
14. Makes an occupied bed.		
15. Helps convalescent patient in and out of bed.		
16. Feeds a patient using a a. spoon b. drinking tube c. cup		
17. Administers prescribed drugs.		
18. Demonstrates how to: a. apply a water bag b. care for minor wounds c. apply pressure for dressing a burn d. deal with a choking patient e. give mouth-to-mouth resuscitation f. care for a nosebleed		
19. Measures intake and output.		
20. Shows professional appearance and attitude appropriate for a home health aide.		

HOME HEALTH AIDE TRAINING PLAN

Checklist for On-the-Job Experiences

Tasks Completed	Instructor's Rating	
	Satisfactory	Excellent
1. Puts on/takes off uniform/apron/ lab coat following sanitary procedures.		
2. Discards body wastes.		
3. Cleans the patient's unit.		
4. Plans nutritious meals for a patient and other family members.		
5. Keeps a daily record.		
6. Shows professional attitude toward health maintenance procedures by a home health aide.		
7. Inspects for signs of illness: a. throat b. body temperature 1) oral 2) rectal 3) axillary		
8. Demonstrates how to care for a thermometer.		
9. Demonstrates how to: a. count pulse b. count respirations		
10. Turns and positions patient.		
11. Lifts and moves patient.		
12. Assists the patient in and out of bed.		
13. Provides personal care services: a. oral hygiene b. bed baths c. back care d. care of patient's hair e. assists with bed pan f. shaves patient		
14. Makes an occupied bed.		
15. Helps convalescent patient in and out of bed.		
16. Feeds a patient using a a. spoon b. drinking tube c. cup		

Tasks Completed	Instructor's Rating	
	Satisfactory	Excellent
17. Administers prescribed drugs.		
18. Demonstrates how to: a. apply a water bag b. care for minor wounds c. apply pressure for dressing a burn d. deal with a choking patient e. give mouth-to-mouth resuscitation f. care for a nosebleed		
19. Measures intake and output.		
20. Shows professional appearance and attitude appropriate for a home health aide.		

CERTIFICATE OF ACHIEVEMENT

HOME HEALTH AIDE

THIS IS TO CERTIFY THAT _____

HAS SATISFACTORILY COMPLETED THE TRAINING PROGRAM

FOR HOME HEALTH AIDE.

SIGNED _____
(SUPERVISOR)

DATE _____

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SOURCES OF REFERENCE MATERIALS

American Home Economics Association
2010 Massachusetts Avenue, N.W.
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